



ANNUAL REPORT MEMO

FISCAL YEAR 2022-2023



A NOTE FROM THE TEAM

Stand Supporters and Partners,

At Stand for Children Washington, we set ambitious policy goals because students deserve transformative change. Change like building a debt-free youth justice system that reduces harm and promotes community healing, or ensuring that every student graduates equipped for their post-secondary dreams. This year, we celebrated successes, learned from setbacks, and came out smarter, more determined, and more equipped to be a unique catalyst for education equity and racial justice.

We were proud to see several of our signature efforts validated by independent research. A [recent evaluation](#) of the first cohort of five schools to implement the Ninth Grade Success Initiative in Washington found that the approach successfully increased the on track rate for ninth graders and that the program was being implemented with fidelity to research-based best practices. A forthcoming evaluation will examine data over multiple years and from a larger cohort, and we are excited for the findings.

In addition, [new research](#) from the American Institute for Research demonstrates that automatic enrollment policies increase enrollment in advanced courses and decrease equity gaps for students furthest from educational justice. These policies are required under Washington state law thanks to the advocacy efforts of Stand and many of our partners. Measuring the effectiveness of our policy goals and closely tracking implementation is a key part of our work.

We also welcomed two new team members who bring in expertise from children legal services communications and foster care advocacy. Together our team of four is enthusiastic and optimistic for the future of Stand Washington. We are at our best and most effective when we harness the power and voice of our community, especially young people and families furthest from access to educational justice. Combining community expertise with the data to evaluate impact and hold systems accountable leads to tremendous change. We are proud of our intersectional lens and approach to the work, understanding that students are first and foremost people who live in family, community, and relationship to those around them. We look forward, with your partnership, to continuing this work.

In community,

Stand for Children Washington Team,
Kia, Carolina, Liz and Ciarra



KIA C. FRANKLIN
Executive
Director



LIZ TRAUTMAN
Government
Affairs Director



CAROLINA FUENTES
Operations & Development
Coordinator



CIARRA CROWE
Marketing &
Communications Manager

OUR IMPACT | PARTNER



Students and community members gathered at Community Conversation in November 2022 to discuss the juvenile justice system.

FAMILY & COMMUNITY ENGAGEMENT

Last summer, we conducted community listening sessions to inform our 2022-2023 impact agenda and work. A highlight was hearing from students in Spokane, who met virtually to share their experiences with the juvenile justice system. We continued to lean in on youth and student voice, culminating in an in-person Community Conversation in November 2022. Over 30 young people, mostly high school students, attended. We engaged in a deep conversation about restorative justice, educational equity, and the power of civic engagement. One theme resounded: young people see access to high quality, affirming, and supportive educational opportunities as a key tool for preventing legal system involvement and for successfully reentering the community from incarceration. This aligns with our growing focus on juvenile legal system reform and our commitment to centering the voices of those furthest from educational justice in our work.

We also heard from community members that they wanted to participate in the legislative process. We held several advocacy trainings and workshops in the fall, with a focus on storytelling for advocacy. And, we engaged a youth justice policy consultant, a young adult with personal lived experience of the juvenile legal system, to organize and connect directly with other young people impacted by these issues.

DEI: OUR COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Stand for Children celebrates diversity, equity, and inclusiveness. We embrace these pillars of excellence as crucial to a healthy organization and supportive of the communities we serve. However, we recognize that inequitable systems, institutional racism, discriminatory practices, and implicit bias continue to limit access and widen the opportunity gap for students who have been excluded from power and privilege.

Since FY 19, all Stand employees are required to complete four 90-minute DEI modules each year. These modules have deepened our perspectives on institutional oppression, pushed us to think intersectionally, and supported us as individual staff and collective teams in our journeys along an anti-racist continuum. The newest module, **Indigenous People: Land Acknowledgments and Beyond**, focuses on settler Colonialism and the impact on Indigenous sovereignty and land, current battles for Indigenous land rights, ways to interact with Indigenous communities and more.

OUR IMPACT | ENSURE



"[The Ninth Grade Success Initiative] resulted in the best passage rate for our freshman that our school has seen in a long time. It also helped our students that were impacted by COVID and distance learning to relearn what it means to be a student. One of our parents came to a board meeting and asked that we continue the same work as her student moves up to 10th grade. She said that the intentional focus on grades, attendance, and SEL resulted in her student being successful and feeling like he belonged on campus."



School administrator reflecting on
the impact of the Ninth Grade Success Initiative

CENTER FOR HIGH SCHOOL SUCCESS (CHSS)

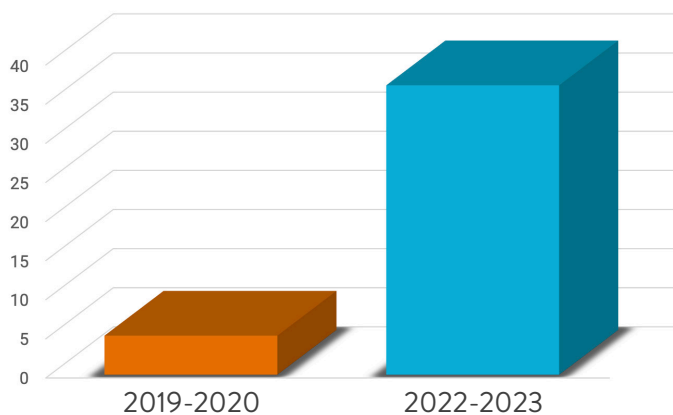


This spring, CHSS gathered Ninth Grade Success teams from Vancouver to Bellingham to Moses Lake to network, learn, and plan. Over 300 educators and administrators attended 6 regional convenings.

Ninth grade is a crucial year in a student's educational trajectory. Students who pass all their classes in ninth grade are four times likelier to graduate on time. For the last several years, Stand Washington has highlighted the critical importance of this ninth grade year, and the need for evidence-based strategies to support student success. We are proud to report that the Center for High School Success is now coaching 53 schools with dedicated Ninth Grade Success Teams in Washington.

[A 2023 evaluation](#) shows significant increases in the number of students passing their ninth grade classes as a result of the Ninth Grade Success Initiative. OSPI [spotlighted the new data](#) and reflections on the program, as well as featured a [Vancouver team's success](#) on their blog.

WASHINGTON SCHOOL DISTRICTS COLLABORATING WITH CHSS



Ninth Grade Success has grown from a legislative pilot in 5 districts in 2019 to 53 schools in 37 districts by the 2022-2023 school year



Union High School hosted a celebration for their Ninth Grade Success Teams work in June. Senator Lynda Wilson, Representative Monica Stonier, and Evergreen Superintendent Boyd joined to celebrate and learn more about the strides Union High School has made over the last four years of implementing dedicated strategies to support ninth graders.

OUR IMPACT | ENSURE



JOURNEY MAP

Implementing sustainable academic acceleration for students in Washington state and beyond

The Path to Dual Credit Equity

Dual credit programs are integral for future opportunities for students— young people who engage in dual credit are more likely to graduate, go to college, and earn a degree. Despite this, thousands of students are excluded from dual credit opportunities each year, disproportionately impacting BIPOC students and students from low-income backgrounds.

In 2019, Washington State became the first state in the country to pass a policy that requires all districts to automatically advance any qualified student to the next most rigorous course. Adopting and implementing policies around equitable enrollment drives shifts in student access, opportunity, and achievement.

Stand for Children Washington has synthesized research, district experience, and statewide convening data to identify the most impactful drivers of success, and to chart a path to successful implementation of an academic acceleration policy.

Districts in any phase of their journey to implement an academic acceleration policy can follow this path of best practices to set their schools up for equitable and sustained success.

MAP KEY

Each action is accompanied by a symbol(s) from the following key to indicate where support or change is needed to implement the best practices along this path.

- ▲ **Supporting students**
Opportunities to support students include providing them with necessary information about dual credit programs, removing barriers to dual coursework, building their confidence, and creating inclusive learning environments.
- **Increasing staff capacity**
Best practices to increase staff capacity include ways to advise and identify students for dual credit coursework as well as increase access to culturally relevant curriculum and teaching practices.
- ◆ **Shifting district or school procedures**
Opportunities to shift district or school procedures that will support academic acceleration including using data to inform goals and action plans to increase equitable enrollment, changing enrollment policies and practices, and investing in educator diversity.

For more information about adopting and implementing an academic acceleration policy, please visit our website or email wainfo@stand.org



WASHINGTON

Prepared by:
intentional futures

ADOPTION

Formally adopt and publish an academic acceleration policy that:

- Automatically enrolls students who meet any single eligibility metric.
- ▲ Permits self-selection even if other metrics are not met.
- Reinforces the responsibility of school staff to proactively identify students.
- Reinforces the responsibility of the school to engage and inform families about the academic acceleration policy, advanced coursework options, and benefits.
- Acknowledges and aims to close equity gaps in advanced course enrollment.



Automatically enroll students using more expansive readiness metrics

- Automatically enroll students in the next rigorous course if they meet any metric. Metrics could include:
 - Self-selection
 - Identification based on interests
 - Meeting state standards on exams
 - Strong school attendance
 - School leadership
 - Other non-traditional metrics

On average, students identified by expanded metrics do just as well if not better than students identified by GPA or test scores alone.



Provide training for staff to identify barriers and create asset-based expectations for students

- Ask students about their trusted staff and leverage existing relationships.
- ▲ Conduct individual meetings with every student to plan coursework that aligns with their strengths, interests, and aspirations.
- ▲ Increase counseling capacity among all staff and build trust with students.
- Provide professional development for staff on how to use multiple metrics to proactively identify underrepresented students for advanced courses.
- Invest in teacher and counselor diversity.

CONTINUED IMPROVEMENT

Evaluate progress and incorporate learnings to continue improving equitable access

- Collect, use, and report on data around enrollment to create accountability and drive continuous improvement.
- Survey students, families, and staff on dual credit experiences and school climate to identify necessary training and resources for improving access and inclusivity.
- Set cadence to review and possibly amend policy to incorporate learnings that will increase access and enrollment.



Empower students and families with access to information about dual credit

- ▲ Require schools to inform families of the policy, dual credit options, benefits, and financial supports available.
- ▲ Leverage or create forums for students to learn about dual credit course opportunities from their peers.
- ▲ Engage families starting in middle school in multiple, asset-based, and culturally responsive ways about dual credit (info sessions, advising hours, webinar, newsletter, email, etc).



Create dual credit classrooms designed for student belonging

- Create a classroom community where students feel comfortable asking their peers and teachers for help.
- Conduct culturally responsive outreach to 9th grade classrooms to help shape student perceptions about themselves, dual credit, and a college-going mindset.
- ▲ Use culturally responsive curriculum and create inclusive classroom environment.
- Provide teachers with frequent, growth-oriented feedback and coaching.

Students are more likely to opt out of advanced courses when they don't see their identities reflected in the curriculum, classroom culture, and/or those teaching the courses.



Use data to inform decisions about how to increase access and enrollment

- Make data around enrollment public, transparent, and current.
- Use data disaggregated by race and income to create a shared action plan among schools to target support to those historically excluded from dual credit opportunities.
- Share data and train staff on student aspirations, equity, and the power of adult expectations on student academic success.
- Set ambitious and measurable goals for improving access and publicly report district and school progress.
- ▲ Use student survey data to identify trusted staff.



Address barriers and capacity needs that exclude students from dual credit opportunities

- ▲ End teacher contracts, pre-requisite requirements, approval of student lists, tests or essays for entry into courses, or other practices that inhibit open access.
- ▲ Reduce financial barriers for students and families such as fee waivers, transportation subsidies, access to free or low cost materials, etc.
- Implement retention policies that allow for comfortable risk taking (trial periods, course auditing, pass/fail options to limit GPA impact).
- ▲ Require meetings between the student and trusted adult to determine what supports can be offered before opting out of an advanced course.


IMPLEMENTATION

ACADEMIC ACCELERATION IMPLEMENTATION

Continuing our efforts to support the implementation of the statewide Academic Acceleration policy, we published [“Building Belonging in Dual Credit Classrooms”](#) which includes an updated list of districts that have adopted a policy alongside case studies showcasing what effective implementation can look like.

We hosted virtual convenings to build networks, foster connections, and learn together to ensure that every Washington student has access to the rigorous coursework they’re asking for. The convenings also featured new research from the American Institute for Research (AIR) demonstrating the efficacy of requiring automatic enrollment into advanced courses.

The [AIR research](#) shows that while automatic enrollment policies reduce equity gaps, they don’t fully eliminate them. Thus, districts must go beyond just adopting a policy to truly implement it. To support this work, we collaborated with Intentional Futures to synthesize research, district experience, and statewide convening data to identify the most impactful drivers of success, and to chart a path to successful implementation of an academic acceleration policy. The resulting [Journey Map](#) outlines the six drivers, along with best practices districts in any phase of their journey can adopt to set their schools up for equitable and sustained success



“Students from groups historically underrepresented in advanced courses increased enrollment rates in advanced math and ELA/Social Studies courses more than peers not from those backgrounds/groups.”

Megan Austin, PhD
AIR Principal Researcher

OUR IMPACT | ADVOCATE



Gov. Inslee signs Engrossed Substitute House Bill No. 1169, May 15, 2023. Relating to legal financial obligations. Primary Sponsor: Rep. Simmons



ESHB 1169 LEGAL FINANCIAL OBLIGATIONS

3/20/23

KIA FRANKLIN
STAND FOR CHILDREN WASHINGTON
SENATE LAW & JUSTICE COMMITTEE



SB 5408 NINTH GRADE SUCCESS GRANTS

2/2/23

HENTERSON CARLISLE
CENTER FOR HIGH SCHOOL SUCCESS
SENATE EARLY LEARNING & K-12 EDUCATION COMMITTEE



WHAT WE WON

- ▶ HB 1169 eliminates all remaining juvenile court fines and fees and creates a pathway for eliminating prior court debt. Court fines and fees pose a significant financial barrier for young people and their families, increasing recidivism and decreasing engagement in educational opportunities.
- ▶ Budget provisos to advance data analysis and community engagement on the issue of juvenile restitution.
- ▶ Continued ESSER investments in Ninth Grade Success and other programs identified by OSPI as promising interventions for recovering from pandemic learning loss.
- ▶ SB 5243 directs the Office of Superintendent of Public Instruction to identify a common online platform for the High School and Beyond Plan and to engage students, families, and communities in the process. This is a step towards more consistent and robust planning for postsecondary opportunities throughout high school.
- ▶ Summer Running Start is now an option throughout the state, ensuring that students who graduated high school can participate the summer after their senior year to help them complete their AA degree (HB 1316).
- ▶ College in the High School fees were eliminated, paving the way for more students to earn college credits that will help them transition to college (SB 5048).

HOW WE DID IT

- ▶ 547 community members signed our Ninth Grade Success petition
- ▶ 13,480 community members digitally engaged with us on our issue areas this year
- ▶ 21 people were recruited and supported to testify on our legislative priorities, including 8 youth, young adults, and community members with direct lived experience of the justice system

We continued to convene leading education advocacy organizations through the High School Success Coalition. Together, we supported bills to advance dual credit equity, address learning recovery, and ensure equitable learning environments. These efforts are in service of our coalition mission to advocate for proven policies that are grounded in racial equity and support every student in Washington to achieve a rigorous high school diploma that prepares them for postsecondary opportunities and to pursue their dreams. We also provided feedback on expanded pathways for graduation; our Executive Director Kia Franklin was [quoted in the Seattle Times](#) noting the importance of rigorous standards for high school graduation pathways.

We established the Debt Free Youth Justice WA Coalition, growing to more than 20 organizational members and several directly impacted young people and community members. We fiercely advocated to eliminate punitive and ineffective juvenile court costs. The highlight of our coalition work was watching powerful testimony from youth and young adults, including three young women incarcerated at Echo Glen who testified about the impact of legal financial obligations. We also engaged the media to raise awareness of this issue:

- ▶ [Charging juvenile offenders fines they can't pay is not justice](#)
- ▶ [Juvenile offenders need hope and support, not debt](#)
- ▶ [Washington Legislature considers bill to eliminate fines, fees, and restitution in juvenile court](#)

WHAT'S NEXT

In the coming year, we are doubling down on our commitment to supporting on-time graduation and access to rigorous and meaningful courses. When young people are on track in 9th grade, they build on that momentum to enroll in more advanced courses. When schools and districts go beyond providing access to dual credit and begin focusing on belonging, students can truly thrive in advanced courses. We plan to support these efforts by working with districts to implement the recommendations of our Journey Map.

We are excited to engage our High School Success Coalition partners to advance bold proposals to improve dual credit equity. And we will continue to fight to make our justice system focused on rehabilitation and reentry, rather than punishment and isolation. **Thank you again for supporting Washington's students.**

Additional Resources:

► [2022 Stand for Children Annual Report](#)

